
COMMENT

Since its beginnings in 1983, the *Early Childhood Folio* has undergone a number of changes. This edition marks another one: the decision to publish two issues a year. This major milestone recognises the place that the *Folio* has as New Zealand's leading research journal for early childhood practitioners and the increasing amount of significant research undertaken for the sector.

The first edition of the *Folio* appeared in 1983, not as a collection of new writing but as a selection of articles previously published in *set: Research Information for Teachers* between 1977 and 1982. The writers included some of today's well-known early childhood educators and researchers: Urie Bronfenbrenner, Anne Meade and Geraldine McDonald. The issues covered included: Does a baby suffer irreparable harm if separated from its mother? How many people can a child feel secure with? When are open areas too open, and closed areas too closed?

The next *Folio* appeared in 1986, again with reprints from *set: Research Information for Teachers* and again with Anne Meade and Geraldine McDonald featuring as authors along with Val Podmore, Margery Renwick and Beverley Morris. The themes this time were: the learning environment, the social environment, parenting, and research methods.

There were no further editions of the *Folio* until 1997 when it appeared in a new format and with all new

writing. And many new writers: Margaret Carr, Anne Smith, Marilyn Flear and Arapera Royal Tangaere, as well as a further contribution from Anne Meade. This was followed by another edition in 1999.

Another new-look *Folio* was published in 2001, largely due to the vision of Linda Mitchell, and it continued to be produced annually until 2009. The topics have ranged far and wide, reflecting current thinking and providing research-based support for teachers. These topics have evolved with the times to include: ICT, cultural diversity, children's "voice" and rights, environmental issues, home-based early childhood education, continuity and transition.

This issue continues some of the same themes. Iris Duhn writes about ecological sustainability and how young children can participate and contribute; Sarah Te One discusses children's rights and how they can be used to support children's learning; and Corine Rivalland and Joce Nuttall provide thought-provoking insights into early childhood centre relationships with migrant families.

The second issue for the year will be published in September/October and we look forward to keeping you up to date with quality, relevant research.

Bev Webber
Managing editor